		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
1. Develop and apply skills to communicate ideas through theatrical performances.											
A.	**Script Writing**	Tell stories about themselves with a beginning, middle, and end	Tell stories about a character with a beginning, middle, and end	Tell stories through role-play, imitation, and recreating dialogue	Tell stories through group improvisation using original idea and conflict	Write a brief story about an historical event or figure	Write an original story based on teacher-generated theme (e.g., DARE, social studies based)	Write an expanded story using themes taught across the curriculum	Write scenes from personal experience with conflict and resolution	Write in small groups, an original one act play utilizing character development and plot elements	**Proficient** Write an original scene utilizing character development and plot elements **Advanced** Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution
National Standards		1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b	1a, 1b
Content Standards		FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1	FA 1, 2.1, 4.5, 4.6	FA 1, 4.1, 4.5

1. Develop and apply skills to communicate ideas through theatrical performances.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B. **Acting**	Use skills in expressive movement and/or pantomime Use the voice (e.g., speaking, sound effect), in multiple ways	Express a feeling through gesture and voice (e.g., fear, surprise, joy)	Use role playing to investigate proper social skills	Participate in dramatic play that reflects the environment and portrays character (e.g. build a snow man and show that it is cold)	Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes	Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters	Show concentration, pantomime, and body alignment to develop believable characters	Speak, move, and generate ideas spontaneously through improvisation and acting	Display logical choices within the boundaries of situation and character in dramatic circumstances	**Proficient** Use basic terms of theatre (see glossary) Utilize warm-up techniques for preparation of body, voice and mind Improvise using emotional and sensory recall Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character **Advanced** Use advanced terms of theatre Create and lead warm-up techniques for preparation of body, voice and mind Create a character using emotional, intellectual, social characteristics and sensory recall Using script analysis, identify and create a believable emotional build for a character Use subtext in portrayal of characters in classical/contemporary scenes
National Standards	2a, 2b	2b	2c	2a, 2c	2a, 2c	2a, 2b	2b	2b, 2c	2a, 2b, 2c	(P): 2a, 2c (A): 2a, 2b, 2c, 2d, 2e
Content Standards	FA 1, 2.1	FA 1, 2.4	FA 1, 3.1 3.3 4.3	FA 1, 3.3	FA 1, 2.1	FA 1, 3.5	FA 1, 2.1, 2.5	FA 1, 2.3, 3.5, 3.6	FA 1, 2.3, 3.5, 3.6	FA 1, 3.5, 3.6

1. Develop and apply skills to communicate ideas through theatrical performances.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C. Design and Technical Theatre	Create playing space (e.g. moving chairs) and costumes using basic materials (e.g. hats, aprons, props)	Adapt the environment using basic materials (e.g., draw scenery on board, turn on/off room lights, move furniture)	Display simple costumes that reflect the character (e.g. wigs, shawls, vests)	Use props, costumes, sound, and setting safely	Apply technical theatre elements such as setting, sound, properties, lighting, costumes or makeup (e.g., dressing up as historical Missouri figures)	Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes	**Proficient** Apply stagecraft skills safely Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity **Advanced** Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg)
National Standards	3a	3a, 3b	3b	3b	3b	3a, 3d	3a, 3b, 3c, 3d	3a, 3b, 3c, 3d	3a, 3b, 3c, 3d	(P): 3a, 3c, 3d, 3e (A): 3b, 3f, 3g, 3h, 3i
Content Standards	**FA 1, 1.8, 1.10, 2.1, 3.3**	**FA 1, 1.8, 1.10, 2.1, 3.3**	**FA 1, 1.8, 1.10, 2.1, 3.3**	**FA 1, 1.8, 1.10, 2.1, 3.3, 4.7**	**FA 1, 3.1, 3.3**	**FA 1, 1.8, 1.10, 2.1, 3.1, 3.3**	**FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	**FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	**FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	**FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7**

1. Develop and apply skills to communicate ideas through theatrical performances.

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.	**Directing**										**Proficient** Evaluate the director's role in creating a production Block a scripted scene **Advanced** Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance
National Standards												**(P): 3a, 3b, 3c** **(A): 3c,3e, 3f**
Content Standards												**FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7**

1. Develop and apply skills to communicate ideas through theatrical performances.

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.		Practice appropriate audience behavior	Practice appropriate audience behavior	Practice appropriate audience behavior	Model appropriate audience behavior	Model appropriate audience behavior	Model appropriate audience behavior at a variety of performances	Model appropriate audience behavior at various performances	Model appropriate audience behavior at various performances	Model appropriate audience behavior at various performances	Model appropriate audience behavior at various performances
Audience Etiquette											
National Standards		(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)
Content Standards		**FA 1, 1.10, 4.3, 4.7**	**FA 1, 1.10, 4.3, 4.7**	**FA 1, 1.10, 4.3, 4.7**	**FA 1, 1.6, 1.10, 4.2**	**FA 1, 1.6, 1.10, 4.2**	**FA 1, 1.10, 4.2, 4.3**	**FA 1, 1.10, 4.2, 4.3**	**FA 1, 1.10, 4.2, 4.3**	**FA 1, 1.10, 4.2, 4.3**	**FA 1, 1.10, 4.2, 4.3**

1. Develop and apply skills to communicate ideas through theatrical performances.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F. Performing	Participate in a performance for a class or invited audience	Participate in a performance for a class or invited audience	Participate in a performance for a class or invited audience	Participate in a performance for a class or invited audience	Participate in a performance for a class or invited audience	Participate in a performance for a class or invited audience	Rehearse, polish and present a performance for a class or invited audience	Rehearse, polish and present a performance for a class or invited audience	Rehearse, polish and present a performance for a class or invited audience	**Proficient** Rehearse, polish and present a performance for a class or invited audience **Advanced** Stage a performance of a script
National Standards	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c	2a, 2b, 2c, 2d, 2e
Content Standards	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.4, 2.5**	**FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5**	**FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5**	**FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5**	**FA 1, 1.9, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5**

1. Select and apply theatrical elements to communicate ideas through the creation of theatre

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. **Script Writing**	Identify a beginning, middle, and end	Identify character, problem, solution, and setting	Identify dialogue and puppetry	Identify action	Identify symbol and scenes	Identify stage direction, mood, relationship and plot	Identify objective, stock characters, act divisions, and theme	Identify protagonist, antagonist, monologue, and dramatic conflict	Identify genre (e.g., comedy, tragedy, melodrama, farce, satire, drama) through line, exposition, climax, falling action, initial incident, rising action, and opening situation	**Proficient** Identify spine, fourth wall, foil, subtext, aside, unities, and denouement **Advanced** Identify duex ex machina, pace, and styles (e.g., realism, naturalism, abstractism, epic, expressionism, comedy of manner, opera, theatre of cruelty and absurd, invisible theatre, performance art, musical theatre, vaudeville, madrigal)
National Standards	1a	1a	1b	1a	1a	1a	1a	1a	1a	(P): 1a (A): 7g
Content Standards	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10	FA 2, 1.6, 1.10

1. Select and apply theatrical elements to communicate ideas through the creation of theatre

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B. Acting	Tell what an actor is and name actors in the modern world	Show a variety of gestures (e.g., raise hand, shrug, nod head) and explain their meaning	Identify dialogue and lines of a script	Identify lead/principal, chorus, and role/supporting role	Identify vocal inflection and how it shows character in reading	Identify audition, callback, call , stage directions (i.e., upstage, downstage, center, left, right), projection, curtain call	Identify warm-up, concentration, cross, and posture	Identify cue, notes, on/off book, cheat/open out, and cold-reading	Identify ensemble and polish ensemble work	**Proficient** Identify centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition **Advanced** Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)
National Standards		7a	7a		7a	2b	2b	2b	2b, 2c	(A): 2a, 2b, 2d, 2e
Content Standards	**FA 2, 1.9**	**FA 2, 2.1, 3.5**	**FA 2, 1.6, 1.9**	**FA 2,1.9**	**FA 2, 1.9, 3.5, 3.6**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**

1. Select and apply theatrical elements to communicate ideas through the creation of theatre

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C. **Design and Technical Theatre**	Define playing space and costumes	Define playing space and costumes	Define playing space and costumes	Identify technical theatre elements such as setting, sound, properties, lighting, costumes, and make-up	Identify the safe use of props, costumes, sound and setting	Identify space that has been appropriately set up for playmaking	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes	**Proficient** Identify and apply stagecraft skills Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up and publicity **Advanced** Identify and apply the technical responsibilities of the head of crews for production Identify specialized areas of study in technical theatre
National Standards	**3b**	**3b**	**3b**	**3b**	**3b**	**3d**	**3a, 3b, 3c**	**3a, 3b, 3c**	**3a, 3b, 3c**	**(P): 3a, 3d** **(A): 3a, 3d, 3f, 3h**
Content Standards	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.9**	**FA 2, 1.8, 1.9**

1. Select and apply theatrical elements to communicate ideas through the creation of theatre

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D. Directing										**Proficient** Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience Identify the director's role in creating a production Identify the skills necessary to block a scripted scene **Advanced** Identify the skills needed in directing a dramatic text including interpreting the text, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance
National Standards										**(P): 4b, 4c** **(A): 4b, 4c, 4d, 4e**
Content Standards										**FA 2, 1.4, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.5, 4.6, 4.7**

Artistic Perceptions (AP)

	1. Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance									
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9-12**
A. Analysis and Evaluation	Discuss the effect a story has on its audience through the sharing of personal opinions	Discuss the effect a story has on its audience through the sharing of personal opinions	Discuss why the story has the effect it does on the audience	Discuss what the students see in a dramatic presentation, including the quality of the acting and technical elements	Develop and apply appropriate criteria to use in critiquing the work of others	Communicate artistic choices and offer alternatives to solve problems and build consensus	Adapt and develop a performance activity based on constructive criticism	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary	Evaluate strengths and identify areas of improvement in peer performance	**Proficient** Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary **Advanced** Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media
National Standards	7c	7c	7a, 7b	7d	7d	7c	7c	7c	7c	(P): 7c, 7d (A): 7f, 7h
Content Standards	FA 2, 2.3, 3.5	FA 2, 2.3, 3.5	FA 2, 1.6, 2.3, 3.5	FA 2, 2.3, 2.4, 3.5, 4.6	FA 2, 2.3, 2.4, 3.5, 4.1, 4.6	FA 2, 1.10, 3.1, 3.4, 3.5, 3.6, 4.1, 4.6	FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6	FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6	FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6	FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.6

Artistic Perceptions (AP)

1. Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B. **Personal Preferences**	Orally express impressions and observations related to dramatic activities and performances	Orally express impressions and observations related to dramatic activities and performances	Express impressions and observations related to dramatic activities and performances (e.g., students could write letters or draw pictures to high school performers who visited their class and performed)	Express impressions and observations related to dramatic activities and performances	Express impressions and observations related to dramatic activities and performances	Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television)	Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television)	Choose calculated and reasonable risks physically, emotionally and artistically	Choose calculated and reasonable risks physically, emotionally and artistically	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
National Standards	7b, 7c	7b, 7c	7b, 7c	7b, 7c	7b, 7c	7c	7c	7c, 7d	7c, 7d	7a, 7b, 7c, 7d, 7e, 7f
Content Standards	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 1.9, 2.3, 2.4	FA 3, 1.5, 1.9, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.5, 2.3, 2.4	FA 3, 1.1, 1.5, 1.9, 2.3, 2.4, 3.2, 3.7, 4.1

Interdisciplinary Connections (IC)

1. Develop and apply skills necessary to make connections between theatre and other arts										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. **Interrelationships of the Arts**	Use music, creative movement and visual components in dramatic play	Use music, creative movement and visual components in dramatic play	Use music, creative movement and visual components in dramatic play	Use music, creative movement and visual components in dramatic play	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
National Standards	6c	6c	6c	6c	6b	6b	6c	6a, 6c, 6d	6a, 6c, 6d	(P): 6a, 6b, 6c (A): 6d, 6e, 6f
Content Standards	2.1, 2.4, 2.5	2.1, 2.4, 2.5	2.1, 2.4, 2.5	2.1, 2.4, 2.5	2.1, 2.4, 2.5	2.1, 2.4, 2.5	2.1, 2.4, 2.5	1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1	1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1	1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1

1. Develop and apply skills necessary to make connections between theatre and other arts										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B. **Technology in the Arts**									Use hardware and software in the design elements of theatre	**Proficient** Use hardware and software in lighting Use hardware and software in sound Use hardware and software in scenic elements Use hardware and software in makeup and costuming Use hardware and software in script writing Use hardware and software in properties Use hardware and software in business & house management **Advanced** Plan & incorporate the usage of hardware and software in lighting Plan & incorporate the usage of hardware and software in sound Plan & incorporate the usage of hardware and software in scenic elements Plan & incorporate the usage of hardware and software in makeup and costuming Plan & incorporate the usage of hardware and software in script writing Plan & incorporate the usage of hardware and software in properties Plan & incorporate the usage of hardware and software in business & house management
National Standards									**3c, 3d**	**3f, 3h, 3i**
Content Standards									**FA 4, 1.4, 2.7, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	**FA 4, 1.4, 2.7, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**

2. Develop and apply skills necessary to make connections between theatre and other non-arts disciplines

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. **Integration into Non-Arts Disciplines**	Listen to a story and act out the story in dramatic play	Listen to a story and act out the story in dramatic play	Listen to a story and act out the story in dramatic play	Write a paragraph (fiction or nonfiction) and act out the characters in the story in dramatic play	Write a paragraph (fiction or nonfiction) based on Missouri history and act out the characters in the story in dramatic play	Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own	Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class	**Proficient** Analyze budgetary needs of the technical aspect of a theatrical production Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses) Analyze a play and design a set using scale for a non-realized production Use lighting equipment and accessories to demonstrate an understanding of the lighting spectrum Use sound equipment to demonstrate an understanding of human hearing **Advanced** Portray theatre as a reflection of life in particular times, places and cultures Trace historical and cultural developments in theatrical styles and genres Apply budgetary needs of the technical aspect of a theatrical production Plan fiscal responsibilities of a production Analyze a play and design a set using scale for a realized production Design lighting to demonstrate an understanding of the lighting spectrum
National Standards	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)
Content Standards	FA 4, 1.5, 2.1	FA 4, 1.5, 2.1	FA 4, 1.5, 2.1	FA 4, 1.5, 1.6, 2.1	FA 4, 1.5, 1.6, 2.1	FA 4, 1.9, 3.5, 3.6	FA 4, 1.9, 3.5, 3.6	FA 4, 1.7, 1.9, 2.1, 3.6, 4.3	FA 4, 1.7, 1.9, 2.1, 3.6, 4.3	FA 4, 1.5, 1.7, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.5, 4.6, 4.7

1. Develop and apply skills necessary to understand the role of theatre in past and present cultures throughout the world									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. **Research**							Research historical and cultural dramatic events and festivals	Examine and compare characteristics of theatrical works from various cultures throughout history	Examine and compare characteristics of theatrical works from various cultures throughout history	**Proficient** Research the cultural and historical background of a specific play **Advanced** Research, evaluate and synthesize cultural and historical information to support artistic choices
National Standards							5a	5a	5a	**(P): 5a** **(A): 5a, 5b**
Content Standards							**FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1**	**FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1**	**FA5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1**	**FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1**

Historical and Cultural Contexts (HC)

1. Develop and apply skills necessary to understand the role of theatre in past and present cultures throughout the world

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	**Theatre in Life**	Identify the difference between fantasy and reality in dramatic play	Identify the difference between fantasy and reality in literature and media	Imitate and synthesize life experiences (e.g., when you are sick, on the playground, in the lunch line when meeting strangers)in dramatic play	Utilize dramatic play to complete a piece of open ended literature	Introduce problem solving through dramatic play	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change	**Proficient** Describe the roles of theatre, film, television and electronic media in American society **Advanced** Analyze and apply knowledge of social, political and dramatic aspects of theatre, film and television
	National Standards										
	Content Standards	**FA 5, 1.7**	**FA 5, 1.7**	**FA 5, 2.1, 4.7**	**FA 5, 1.6**	**FA 5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	**FA 5, 1.7, 4.2, 4.3**	**FA 5, 1.7, 4.2, 4.3**	**FA 5, 1.7, 4.2, 4.3**	**FA 5, 1.7, 4.2, 4.3**	**FA 5, 1.7, 3.5, 4.2, 4.3**

Historical and Cultural Contexts (HC)

2. Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre										
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9-12**
A. **Cultural Diversity and Heritage**	Identify diverse cultural dimensions in dramatic play	Identify diverse cultural dimensions in dramatic play	Reflect historical and diverse cultural influences in dramatic activities	Reflect historical and diverse cultural influences in dramatic activities	Imitate life experiences of famous Missourians in dramatic play	Examine and compare characteristics of theatrical works from various cultures throughout history	Examine and compare characteristics of theatrical works from various cultures throughout history	Examine and compare characteristics of theatrical works from various cultures throughout history	Examine and compare characteristics of theatrical works from various cultures throughout history	**Proficient** Identify, compare and contrast the lives, works and influences of representative theatre artists from various cultures and historical time periods (e.g., Shakespeare, Moliere, Ibsen, Julie Taymor, Peter Brook, Sondheim) **Advanced** Analyze and evaluate historical and cultural influences on theatre Analyze and evaluate historical and cultural influences on theatre
National Standards	8a	8a	8a	8a	8a, 8b	8a, 8d	8a, 8d	8a, 8d	8a, 8d	**(P): 8a, 8b, 8c** **(A): 8a, 8b, 8c,8d, 8e, 8f**
Content Standards	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4	FA 5, 1.7, 2.4, 3.5

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B.	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9-12**
Careers						Observe the performance of artists and identify vocations of theatrical artists	Investigate and categorize theatre artists and their contribution	Compare and contrast selected occupations in theatre	Compare and contrast avocations in theatre	**Proficient** Select career and vocational opportunities in theatre and describe the training, skills, self-discipline and artistic discipline needed to pursue them **Advanced** Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them
National Standards						8b	8b, 8c	8b, 8c	8b, 8c	8b
Content Standards						4.8	1.6, 1.7, 4.8	4.8	4.8	4.8

Historical and Cultural Contexts (HC)